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room. At the military command of another teacher, the line halts, faces toward the soldiers, and a military salute is given.

Following the salute by each grade, the old soldiers, their own post and American flag in the lead, march between rows of saluting children to the stage, after which the entire school, still standing, repeats in unison the Pledge to the Flag. Then the first grade, each one with a small bouquet, goes onto the stage and pins these mementoes on the breasts of their old friends. There is many an embrace and occasionally a tear as the little children go about among them.

MEMORIAL-DAY EXERCISES

FLORA J. COOKE

PROGRAM

Song. "Star Spangled Banner."

Principal. I hope that every one, even the youngest here, knows something of the purpose of Memorial Day—that day set apart to honor the heroes of the Civil War who gave their lives for their country. Because they were willing to settle a great question at the cost of life itself, the great unified nation of America is possible.

We should remember, not only on this day, but every day, that our nation owes its birth and its unity to a high democratic ideal; to a spirit of self-sacrifice. Only the preservation of that spirit can keep safe what has been so dearly won.

The responsibility for unselfish devotion and patriotism rests upon each one of us. We must be trained to understand what was gained by the Revolution and the Civil War.

True patriotism does not mean getting power, so that we may have the best for ourselves and our friends; it does not mean the securing of special privileges for the North, the South, the East or the West; it does not mean, even, the seeking to make America great at the expense of other nations. I believe it means that we should try to make America the symbol for justice and right dealing, for world-wide sympathies, for tolerance, for the principle underlying the universal brotherhood of man.

You may wonder why we select this day for our Memorial Day for Colonel Parker. It has become a custom not only because he was one of the Civil War heroes (seriously wounded and knowing the terrible cost and suffering of war), but more because he passionately desired that the School should teach the spirit of fellowship and understanding which would make war unnecessary. He believed there was a better way than war to settle differences.

Each Memorial Day at the old Normal School, he brought together all the old soldiers that he could muster, to impress upon us the full significance of the awful struggle which ended in 1865, and which he believed might have been averted if people had understood each other better—had been more considerate of the needs and rights of all.

Of these old soldiers few are now living, and we believe that we cannot honor them, living or dead, in any better way than by trying to teach the

lesson that Colonel Parker wanted us to learn, that of "each for all and all for each." We believe that his own life illustrates and impresses this lesson.

Today we shall hear two of the many poems that he loved to read to us. They carry their own message. We shall then sing the "Battle Hymn of the Republic," which we have all learned to associate with Colonel Parker. After that, members of the High School will interpret, each in his own way, part of Colonel Parker's life and teachings.

Reading (fourth-grade teacher). "Each and All"—Emerson.

Recitation. Hildegarde (seventh-grade). "The Children"—Longfellow.

Reading of Essay on Colonel Parker. Harold (eleventh-grade).

NOTE.—This essay was the best and most important contribution to the exercise but on account of its length, it had to be omitted from this book.

Charlotte (tenth-grade). Colonel Parker thought the be-all and end-all of education was social efficiency, and that there was no use in educating people, if they could not be of use. His ideal was an unselfish human being, and he thought that the school should teach every one to be as unselfish as possible. When a little child first comes to school, it is very apt to be thoroughly selfish. It talks when it wants to, and walks around, and does much as it pleases. But it must learn not to talk except when it is called upon, and so it comes to regard the task as the unit that it must work for. Then in time the child grows more mature and learns that it really is not the task that counts, but the grade, and after that it is the school that he works for, and finally for the whole world. One must learn to work for the good of all and not for selfish purposes. Colonel Parker says that those people who have worked for their own ends, special ends, we do not remember; that it is the people who have worked for mankind at large who are always remembered and loved; that "the memory of Alexander, Cæsar, Napoleon,—although they were indirectly of great use in progress—and all honor is given them,—is cold and dead in human hearts; while the exalted lives of Socrates, Froebel, Pestalozzi, Horace Mann, John Bright, Florence Nightingale, Washington, and the greatest of all, Lincoln, will ever be bright and pure, the beacon-lights of mankind." Colonel Parker himself was that sort of a man; he was unselfish, and his work was for the good of all. This is what he said in one section of his book, "Talks on Pedagogics":

"I have said these words 'with malice toward none and charity for all.' Fighting for four years, as best I could, for the preservation of the democratic ideal, a teacher of little children for nearly forty years, I believe four things as I believe in God—that democracy is the one hope of the world; that democracy without efficient common schools is impossible; that every school in the land should be made a home and a heaven for children; that when the ideal of the public school is realized, the blood shed by the blessed martyrs for freedom and will not have been shed in vain."

Loraine (tenth-grade). Colonel Parker, as Charlotte has told us, believed that education should have social service as its highest aim, and the question is—how are we to attain social efficiency?

Social service, as we understand it, consists in making our own lives and characters of the greatest possible benefit to others. We can become efficient for social service by having for our aim the good of all, putting self aside, and considering always the whole. We should be attentive, should

not interrupt, should be quiet and punctual, in order to conduce to the good of the School. Colonel Parker says over and over again, "Each for all, and all for each."

In our recitations there should be an effort not only to bring knowledge to the one reciting, but an effort to benefit the whole. It should be an effort in common, each contributing his share to the lesson. Our constant thought should be for the comforts and rights of others. How much better is this way of carrying on our school work than the strife for prizes or marks,—each one trying to outdo the other in gaining approbation from the teacher. This causes jealousy and general bad feeling among the pupils. If this method of work were followed, the love among us would be destroyed.

Colonel Parker says: "Great force of character or genius, combined with selfishness, inordinate ambition, and all-controlling avarice, leads often to great political power, to wealth, to bloody victories, but beyond it cannot lead."

In connection with the Civil War, he says: "If the people of the North and South had known each other in 1861 as they do now; if they had been bound together by railroads and telegraphs as in 1894, no power on earth could have led them to drench the land in fratricidal blood. The foundation of most evil is misunderstanding, distrust, repulsion, or hate—the baneful products of isolation. People, in order to love each other and work for each other, must live together in communities, must be bound together by common interests."

"Our coming together in the morning exercise period, and our being bound together by common interests, is a direct training in citizenship—in the habit of working for the best good of the whole." And again he says: "There never was a bit of true art, music, song, painting, or poetry, destined to immortality, that did not spring from inspiration born of love."

To become efficient in social service, it is very necessary that each one work out alone his or her own problems. "Every step in personal development is through original inference and its practical application. No human being can find a truth for another; the highest aim should be to discover conditions that will enable others to reason in the right direction. The command is, 'Work out your own salvation.'"

Colonel Parker left for us our great word, "Responsibility." If we try to live up to the things which that word stands for, we shall not only be helpful members of our school, but in later life, we shall be helpful to the society in which we may be placed. In order to help society in the best way, our love must be broad, and our responsibility unselfish in spirit. It seems to me that we get a great inspiration from Colonel Parker's words which were brought out by one senior-class play in the *Melting Pot*.

Principal. Our exercises have been long enough, but they would not be complete without a word of encouragement which comes from the reports of the social work which our graduates are doing. In the "Commencement Recorder" you will find the details of some of their work, but I think you would like to know that ten members of the Alumni have found time, while maintaining their scholarship standards, to enter actively into some form of social service outside of their regular college duties.

We do not doubt that there are others of the school family whose work

deserves mention because of its practical usefulness in the community to which each belongs. The work need not necessarily be of a kind one can observe and measure.

All who are working unselfishly for good purposes have entered the path of social service. It is a path full of hard work and sacrifice, yet we rejoice, for it is this path, preeminently, which leads to the greatest happiness and satisfaction which the human spirit knows—that of being of genuine service in the world.

Closing Song. "America."

March. "When Johnny Comes Marching Home."

ARMISTICE-DAY

JANET WORTLEY

Armistice Day occupies a unique position amongst our patriotic holidays. Unlike the Fourth of July, Memorial Day, and the others, it is inherently blessed with a spirit of internationalism. It is not our holiday alone, but is shared by many nations. It is the time when our spirits unite with those of many other people in a thanksgiving for the end of the World War and in a hope for lasting peace. As we remember our own soldiers who fought and died in that great war we cannot forget those of other nations who gave their lives too. We cannot make Armistice Day a celebration that is selfishly patriotic. We cannot remember only our own heroes. We cannot ignore the welfare of the whole world. The very meaning of the day is in the hope of everlasting peace.

Our purpose in planning a morning exercise must be to capture this feeling, this hope. The times when we are moved by a true internationalism are all too rare. Our means of expressing this spirit lay in a discussion of the whole problem of peace and war. Reverently we remembered our dead soldiers and the many who are still suffering in body and mind. Yet this was only the stimulus for the idea that all this suffering should not have been in vain. We felt that the best way we could keep faith with the many who had died believing they were fighting a war to end war, was to give our serious consideration to the problem of how to keep the peace so dearly won.

It was felt that boys, who would have to fight and suffer if another war should come, would be the most effective ones to present this exercise. Six boys from the seventh grade were chosen and the whole question of an Armistice Day celebration was proposed to them and discussed. Faced with the problem of how to end war they formed their individual opinions and gave them at the next group meeting. From the ideas of all it was discovered that there must be at least three parts to the exercise. Someone must tell in an introductory speech what an Armistice Day celebration should be, and why we had chosen to talk about ways to end war. The problem of war itself gave us the remaining three parts. In order to do away with war we must understand its results and its causes. Then we are ready to discuss its cures. In a